DOCUMENT RESUME

ED 430 222 CS 013 584

AUTHOR Glaser, Deborah R.
TITLE Comprehensive Literacy Plan Grades K-3 for the State of Idaho.
INSTITUTION Pesky (Lee David) Center for Learning Enrichment, Boise, ID.
SPONS AGENCY Idaho Univ., Moscow. Coll. of Education.
PUB DATE 1998-12-00
NOTE 41p.
PUB TYPE Guides - Classroom - Teacher (052) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Emergent Literacy; Primary Education; *Reading Comprehension; *Reading Instruction; Reading Programs; Spelling; State Standards; *Student Educational Objectives; Student Evaluation
IDENTIFIERS *Idaho; Integrated Contextual Learning; *Phonological Awareness

ABSTRACT

This research-based comprehensive literacy plan for grades K-3 for Idaho states that reading programs during the first 3 years should be designed so that adequate instructional time is devoted to the teaching of phonemic awareness skills, phonics skills, the development of spelling and orthographic skills, the development of reading fluency and automaticity, and the development of reading comprehension strategies. The plan further states that each of these components of reading instruction should be taught in an integrated context with ample practice provided in reading familiar material. The plan is divided into separate sections for each grade, each component of which is outlined clearly in divisions listing skills, teaching interventions, and assessment. The Kindergarten section has the following parts: (1) Oral Language and Listening Skills; (2) Reading Skills: Sound, Symbol, and Structure Awareness, Comprehension; and (3) Vocabulary, Spelling Writing. The first, second, and third grade sections have the same parts with the addition in each section of a part on Phonics, Decoding, Word Attack, and Comprehension. The plan concludes with a glossary of relevant terms and sections on suggested assessment materials, references, reading textbook selection, and bibliography of phonological awareness resources. (NKA)

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The Lee David Pesky Center
for Learning Enrichment

ED 430 222

COMPREHENSIVE LITERACY PLAN

GRADES K - 3

FOR THE STATE OF IDAHO

December 3, 1998

Prepared by
Deborah R. Glaser, M.A., Director of Educational Services
The Lee David Pesky Center For Learning Enrichment

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COMPREHENSIVE LITERACY PLAN
GRADES K-3
FOR THE STATE OF IDAHO

"Writing and Reading Give You A Life."
Fourth Grade Student

In testimony given by Dr. Reid G. Lyon, acting Chief of the Child Development and Behavior Branch of the National Institute of Child Health and Human Development (NICHD), before the Committee on 'Education and the Workforce in the U.S. House of Representatives on July 10th 1998, Dr. Lyon stated:

> The psychological, social, and economic consequences of reading failure are legion. It is for this reason that the NICHD considers reading failure to reflect not only an educational problem, but a significant public health problem as well.

Because reading failure has major, far reaching consequences, the federal government has spent over $100 million dollars in the past 30 years in research to understand both the causes and consequences of reading problems and related cognitive difficulties. The research shows that children who fall behind do not catch up or become fluent readers; i.e., fewer than 1 student in 8 who is failing to read by the end of 1st grade ever catches up to grade level. The economic and social consequences of illiteracy are well documented in the research literature.

A study completed in Idaho in 1997 of a sample of 4th grade students (Dr. George Canney of the University of Idaho) revealed that 18 to 21 percent were reading below grade level on the Iowa Test of Basic Skills and the Stanford Diagnostic Reading Test. On the Qualitative Reading Inventory 60% of the 4th grade sample scored below grade level in oral reading comprehension. Indeed, as stated in the report to the Idaho State Board of Education in February, 1998: "Massive amounts of research have been conducted... We do not need more research. What we do need is an action plan to help solve this literacy dilemma."

A large body of scientifically sound, replicated research over the past 25 years explains how children learn to read and the nature of reading itself. These studies have come from many different research fields; i.e., education, cognitive psychology, educational psychology, medicine, neuropsychology and developmental linguistics. We know that reading is the product of ***decoding*** (the ability to decipher words represented by print) and ***comprehension*** (the ability to use background knowledge and linguistic knowledge to make sense out of a message). Consequently, effective reading instruction must, from the very beginning, include and nurture these two basic areas of reading - decoding and comprehension.

In studying over 10,000 children over the past 15 years, NICHD and the US Office of Education research has documented the necessary components of effective beginning reading instruction:

⇒ create appreciation for the written word
⇒ develop awareness of printed language and the writing system
⇒ teach the alphabet
⇒ develop students' phonological awareness
⇒ teach the relationship between sounds and letters
⇒ teach children how to sound out words
⇒ teach children how to spell words
⇒ help children develop fluent, reflective reading

This research also tells us that for 85 to 90 percent of poor readers, prevention and early intervention programs that combine instruction in phoneme awareness, phonics, spelling, reading fluency and reading comprehension strategies ***(provided by well trained teachers)*** can increase reading skills to average reading levels. The research also indicates that if early intervention is delayed until 9 years of age - the time that most children with reading difficulties first receive assistance - approximately 75 percent of these students will continue to have difficulties learning to read throughout high school and their adult years.

NICHD supported prevention and early intervention studies in Texas, Florida and New York (as well as other National Institute of Health NIH supported research programs) all confirm the importance of early identification and intervention with children at risk for reading failure.

We know how children learn to read. We know what combination of instructional methods and components of instruction are most effective in teaching children to read. Now is the appropriate time to implement what we know, and offer to the children, teachers and parents of Idaho a research based Comprehensive Literacy Plan for grades K-3.

All children in kindergarten need experience with instructional programs that will help them to develop the prerequisite phonological, vocabulary, and early reading skills necessary for success in 1st grade. Kindergartners should acquire the skills needed to recognize and print both upper and lowercase letters with reasonable ease and accuracy. All children in kindergarten should develop familiarity with the basic purposes and mechanisms of reading and writing, and develop age-appropriate language comprehension skills.

Reading programs during the first three years should be designed so that adequate instructional time is devoted to the teaching of phonemic awareness skills, phonics skills, the development of spelling and orthographic skills, the development of reading fluency and automaticity and the development of reading comprehension strategies. Each of these components of reading instruction should be taught in an integrated context with ample practice provided in reading familiar material. This is imperative for those demonstrating difficulty in learning to read, but beneficial for all.

Teaching reading to students with limited proficiency in English is an important issue for many schools in Idaho. The literature provides many *suggestions* on how best to teach reading to LEP students, however, very few are reliably based on research. For this reason, the Legislative Reading Committee is recommending that under the direction of the State Board of Education and the State Department of Education a study of current research and programs for teaching reading to LEP students be conducted nationally and in Idaho. This information will be used to develop an effective plan for the teaching of reading to Limited English Proficiency students.

The March 18, 1998 report from the National Research Council, "Preventing Reading Difficulties in Young Children", clearly defines the key elements all children need in order to become good readers; i.e., to learn letters and sounds, to read for meaning and to practice reading with many types of books.

The report recommends that reading instruction in the earliest grades should promote reading comprehension by helping students to develop a rich vocabulary and the knowledge to use it. Curricula, the report tells us, should include explicit instruction on summarizing the main idea, predicting events and outcomes, making inferences, questioning and clarifying what is unclear.

The 17 member panel of the National Research Council also suggests in their two year research report that from the earliest years students should engage in daily writing activities to gain comfort and familiarity with writing.

The following instructional plan lists the skills-standards that have been identified through research to enable every child to read by the end of third grade. It includes all of the components for effective reading instruction discussed above. The standards are listed. ***Activities*** that teachers can use to teach those skills are then suggested. Informal and formal ***assessment procedures*** are also suggested as ways for schools to maintain ongoing data on their students' progress in the skill areas. Cross-references to the ***Skills-Based Scope and Sequence Guide*** (Idaho Department of Education) are provided.

Teacher training programs for those in-service, as well as those in college training programs, are a necessary prerequisite to the implementation of any instructional plan. Instructional interventions are most effective when they include direct, systematic, teaching of decoding strategies including phonemic awareness, and ways to build fluency, expand vocabulary, and increase comprehension of both narrative and informational texts.

As recommended in the recently released study from the National Research Council, ***Preventing Reading Difficulties in Young Children***, it is the responsibility of government agencies and private foundations working with schools to recognize the need to implement early intervention strategies so that every child is reading at the end of third grade.

Comprehensive Literacy Plan
Grades K-3

Kindergarten

I. Oral Language and Listening Skills			
SKILLS		**TEACHING INTERVENTIONS**	**ASSESSMENT**
Students:	Listen to and follow oral directions	Games; i.e., *Simon Says; Mother May I?* One-on-One Activities	**Informal:** Teacher/Parent observation Formal: TOKEN TEST (Standardized test); Student behavior check list (BASC, Connors)
Students:	Track print when listening to familiar story; Listen to the reading of print.	Language experience activities; i.e., students "read" their own dictated stories; read aloud to students from both fiction and non-fiction print.	Teacher observation; students discuss and respond to questions related to the reading; i.e., facts, predictions, details.
Students:	Recite rhymes; sing songs; tell and re-tell stories.	Teach nursery rhymes, poems and songs; provide opportunities for choral response, recitation, sharing of stories and experiences, group discussions, and play acting.	**Informal:** Teacher observation; criterion referenced checklist; i.e., articulation, eye contact; spontaneity, expression, vocabulary, interaction with peers.

*Skills Based Scope and Sequence Page 1, 1-6.

Kindergarten

II. Reading Skills: Sound, Symbol, and Structure Awareness, Comprehension			
SKILLS		**TEACHING INTERVENTIONS**	**ASSESSMENT**
	Phonological Awareness: (Auditory Skills)		
Students:	Recognize separate words within a sentence.	Activities to identify and count words within sentences; word play activities.	**Informal:** Sawyers, TAAS, Foorman's Assessment, YOPP-SINGER Phoneme Segmentation Test, STAHL.
Students:	Recognize and produce rhyming words.	Teachers present opportunities for students to recognize and produce rhyming words, both isolated words and within print materials; i.e. Dr. Seuss.	**Formal:** TOPA (Test of Phonological Awareness, Torgeson), LAC (Lindamood Auditory Conceptualization) test.
Students:	Recognize syllables within words	Teach word play activities: clap and tap syllables; Students show number of syllables with blocks.	
Students:	Give first sounds of words. Blend phonemes. Put sounds together to make a word.	Student names object shown in picture and gives first sound. Play "secret language" games; i.e., "What word am I saying? /c/a/t/??"	
	Symbol Awareness:		
Students:	Recognize and can name all the letters, upper and lower case.	Teach letter names of alphabet. Teach Alphabet Song	**Informal**: Students can name randomly presented upper and lower case letters.
Students:	Recognize and name geometric shapes.	Teach geometric shapes and correct names.	Student names randomly presented shapes, i.e., circle, square, triangle. Observation and collection of written samples for portfolios.
Students:	Recognize and write their own names.	Multi-sensory name games; i.e., See/Trace/say; Draw; cut-out; art activities.	
Students:	Read; i.e., recognize some sight words*	Give student the opportunity to read their own dictated stories; "Reads the Room;" Pattern books.	Students keep a personalized "dictionary" of words she/he can read.

*Skills Based Scope and Sequence Page 3, Skill 16

Kindergarten

Students:	**Print Awareness:** Establish directionality for both books and words.	Explicit instruction; i.e., "This is the front of the book." "When we read and write a word, we move from left to right." Provide a prompt; i.e., →	**Informal**: Teacher observation; check list of skills related to directionality.
Students:	Write letters and words.	Provide a print rich environment i.e., items in room labeled, class books, bulletin boards; student work displayed.	
Students:	**Structure Awareness** Understand how words, phrases, and sentences work	Creative language activities which build from single words to phrases to sentences.	**Informal**: One-on-one dialogue with student. Maintain portfolio.
Students:	Begin to use book language.*	Provide opportunities for students to identify author, illustrator, beginning and ending of stories.	Teacher observation of student response, one-on-one dialogue.
Students:	**Comprehension:** Understand that we get meaning from print.**	Reads and listens to simple storybooks, picture books; content area books; i.e., counting, social studies and literature books. Uses library to choose books for pleasure and for teacher and parents to read to them.	**Informal**: Students re-tell stories and illustrate stories; respond to comprehension questions; i.e., who, what, where, when, why, how.

* Skills Based Scope and Sequence Page 3, Skills 1-2. Page 4, Skills 3-7. **Page 4 and 5, Skills 1-7.

Kindergarten

III. Vocabulary, Spelling Writing:			
SKILLS		**TEACHING INTERVENTIONS**	**ASSESSMENT**
	Vocabulary:		
Students:	Increase their word understanding through discussion and explanation.	Provide sources for vocabulary development; i.e., discussion, books, videos, other media; language games.	**Informal**: Teacher observation. Formal: Language testing; oral vocabulary review.
	Spelling:		
Students:	Use sound symbol relationships to write words. This spelling improves phonemic awareness	Students share experiences; "write" responses to questions; use magnetic letters and other multi-sensory materials to record sound symbol relationships.	**Informal**: Teacher dictates simple words. Students write first sounds accurately? Middle sounds? Last sounds? Teacher observation; do students use sound symbol relationship?
	Writing:		
Students:	Use correct letter formation when writing letters.	Teacher provides direct instruction in correct letter formation. Practice making letters with a variety of multisensory materials and tracing them using correct formation.	**Informal**: Observation and checklists of student's use of correct letter formation.
Students:	Compose a variety of stories	Teacher provides opportunity for students to dictate stories to adults.	

Comprehensive Literacy Plan
Grades K-3

First Grade

I. Oral Language and Listening Skills			
SKILLS *		**TEACHING INTERVENTIONS**	**ASSESSMENT**
Students:	Listen to and follows directions.	Teacher provides opportunities for choral response, recitation, sharing of stories and experiences; readers' theater, playacting, and group discussions.	**Informal**: Teacher/Parent observation; criterion referenced checklist; eye contact, articulation, spontaneity, expression, vocabulary, interaction with peers. **Formal**: Assessment of expressive and receptive language as needed.
Students:	Listen to and discuss a variety of texts both fiction and nonfiction; tell and retell stories.		
Students:	Listen to and recite rhymes, sings songs.		

* Skills Based Scope and Sequence Page 7, Skills 1-8.

First Grade

II. Reading Skills: Sound, Symbol, and Structure Awareness

SKILLS		TEACHING INTERVENTIONS	ASSESSMENT
	Phonological Awareness:		
Students:	Hear separate words within sentences.	Teacher plans activities to help students identify and count words within sentences; i.e., write words on separate cards, arrange to make sentences then teacher and student track the sentence while teacher reads.	**Informal**: Phonological Awareness Assessments; **Informal:** Sawyers, TAAS, Foorman's Assessment, YOPP-SINGER Phoneme Segmentation Test, STAHL; **Formal**: TOPA (Test of Phonological Awareness, Torgeson), LAC (Lindamood Auditory Conceptualization) test.
Students:	Hear rhyming words from word families; i.e., *dog-log-bog* and *cat-bat-fat.*	Introduce activity to allow students to recognize and produce rhyming words both isolated and within print materials. Teacher introduces students to a variety of rhyming books. Given words orally, student sorts rhyming words into families.	
Students:	Have awareness of syllables within words	Teacher models and students respond to clapping or tapping syllables in multisyllable words. Students demonstrate understanding of syllabication by counting syllables with blocks.	**Informal**: One-on-one assessment of syllable understanding. In addition, see phonological awareness tests listed above.
Fall of First Grade	**Phonemic Awareness:**		
Students:	Identify and isolate first and last sounds (phonemes) in words.	Given pictures or orally presented words students produce first and last sounds they hear.	**Informal**: One-on-one assessment; See above, especially Torgeson Phonological Awareness Test
Students:	Blend phonemes. Put sounds together to make a word.	Teacher says a word with each phoneme separated. Students blend the phonemes together and say the word.	**Informal**: Assessment: Yopp-Singer Phoneme Assessment; Teacher observation
Students:	Separate a word into its phonemes.	Teacher provides a word and the student says the word with each phoneme isolated.	

1ST Grade **Fall and Spring First Grade** Students: Students: **Spring First Grade** Students:	Identify and isolate middle sounds (phonemes) in words Match sounds of words. Blend phonemes in longer words (puts sounds together to make a word. Complete more complex phoneme blending. Manipulate sounds in words.	Students produce middle sound in given words. Use blocks to segment phonemes in CVC word, students say sounds randomly when asked by the teacher. Student matches pictures of words that begin/end/have same middle sounds Play "secret language" games; i.e., what word am I saying? /d/o/g/? Teacher provides words for student to segment. "Say *play*. Say it again without the /l/.	**Informal**: Assess with *Test of Auditory Analysis Skills*
Students:	**Symbol Awareness:** Know all letter names	Provide experiences with ABC books, charts and 3-dimensional letters; Trace and say upper and lower case letters, include in art projects. Students make own ABC books.	**Informal**: Students can name randomly presented upper and lower case letters and geometric shapes.
	Read; i.e., recognize some sight words.	Multi-sensory name games; i.e., See/Trace/say; Draw; cut-out; art activities. Students read their own dictated stories; "Reads the Room;" Pattern books.	**Informal**: Students keep a personalized "dictionary" of words she/he can read.

First Grade

	Print Awareness:		
Students	Recognize their own names and other frequently seen words on signs.	Frequent opportunities to read common words in student's environment. Explicitly teach words on signs; i.e., stop, danger, yield.	**Informal**: Can student read frequently seen and common sight words?
Students:	Have concept of letter/word directionality.	Build words with moveable letters, student positions letters from left to right.	**Informal**: Does student read, write, manipulate letters in left to right sequence? Teacher observation, maintain portfolios of student work.
	Can write all letters. Begin to combine letters into words.	Provide opportunities for experimental and creative writing.	
Students:	Will write words.	Students write letters for the sounds they isolate in the words they write.	
Students:	Understand more complex concepts about print; i.e., sentences, paragraphs, chapters.	Discuss and provide examples of book concepts.	**Informal**: Can student identify the parts of a book correctly? **Formal**: Print Concept Tests
	Structure Awareness:		
Students:	Understand how words, phrases, sentences and paragraphs work. Understand sentence and story structure.	Teacher guides students to build phrases, sentences and paragraphs both orally and in writing.	**Informal**: One-on-one dialogue with student. Maintain portfolio. Teacher observation of student response, one-on-one dialogue.
Students:	Understand punctuation; i.e., periods and questions marks.	Students edit simple sentences with correct punctuation.	
Students:	Begin to understand grammar; i.e. subject verb predicate.	Teacher guides students to build grammatically correct sentences.	**Formal**: Assessment of grammar skills, if needed.
Students:	Automatically read 50 high frequency words	Flash cards; students build personal dictionaries of sight words; reads sight words in stories.	**Informal**: Data keeping on student progress. Assessment of student's automatic reading of primary word families and patterns.
Students:	Recognize *onset and rime* patterns	Students create word lists given word families and patterns.	One-on-one evaluation and observation. Students maintain dictionary of word family words for assessment purposes.

First Grade

III. Phonics, Decoding/Word Attack and Comprehension

SKILLS		TEACHING INTERVENTIONS	ASSESSMENT
Fall Students:	Know consonant and short vowel letter-sound correspondence.*	Multi sensory activities with letters and sounds.	**Informal**: Assessment of sound symbol knowledge.
Spring Students:	Know complex letter sound correspondences; i.e., consonant blends, digraphs, vowel team.*	Teacher provides explicit instruction based on systematic skills sequence. Card and chart games; writing sounds from dictation.	**Informal**: Assessment of sound symbol knowledge; isolated sounds also within words and text.
Fall and Spring Students:	Know decoding strategies; i.e., sound out words; can segment words into smaller words; can explain how words are similar/different.*	Provide opportunities to practice decoding skills with controlled text. Explicitly teach how to sound out ("tap out") words; use creative activities to discover "little" words inside "bigger" words.	**Formal**: Nonsense word reading; WJ-R **Informal**: Teacher observation of student reading.
Students:	Recognize affixes; i.e., ing, s, ed.*	Student builds words using affixes and roots. When given a root and several affixes to choose from.	
Students:	Use graphophonemic (letter/sound), semantic (meaning) cues to assist with reading unfamiliar words	Explicitly teach cues. **Dyslexic and reading disabled need to be able to <u>sound out</u> unfamiliar words.**	**Informal**: Observe strategy use during student/teacher one-on-one reading.
Students:	Read narrative and information texts	Shared, guided, and independent reading.	
Students:	Read 100 to 200 little books individually and in small groups.	Silent sustained reading Teacher provides opportunity for student to choose form different genre	**Informal**: Listen to child read orally; "Book Talks"
Students:	Read for pleasure.	Reads and discusses stories, magazines, informational text, anthologies and reading series. Students practice reading familiar text (reading and rereading)	**Formal**: Curriculum based measurement, Reading Achievement Tests

* Skills Based Scope and Sequence Page 13, Skills 11-19.

	Comprehension:*		
Students:	Read for meaning.	Teacher leads discussion about books which have been read to and by the students. Teacher creates background knowledge. Select books from class or school library. Provide independent reading opportunities.	**Informal**: Teacher observation. Students re-tell stories in correct sequence; illustrate stories; respond to comprehension questions; i.e., who, what, where, when, why, how.
Students	Predict outcomes; summarize content; visualize: what, size, color, number, shape, where, movement, mood, background, when, sound. (Structure Words, Bell, 1991)	Teacher encourages and teaches student to visualize what they read and hear. Teacher questions students to assist them to predict events and outcomes.	**Formal**: Curriculum Based Measurement; Achievement testing; Reading Inventories.
Students	Share new information in their own words	Student shares factual information from nonfiction. Retell stories and informational readings	

*

Skills-Based Scope and Sequence Page 10, skills 1-4; page 11, skills 1-6.

First Grade

IV. Vocabulary, Spelling Writing			
SKILLS		**TEACHING INTERVENTIONS**	**ASSESSMENT**
	Vocabulary		
Students:	Develop a rich vocabulary and the knowledge to use it through discussion, explanation and practice.	Teacher provides experiences that allow students to increase vocabulary and apply to conversation. Teacher encourages and stimulates use of new vocabulary; draws attention to vocabulary and meaning in text. Students maintain a picture dictionary of the words they learn. Encourage students to look up words in published picture dictionaries.	**Informal**: Teacher observation; Review of taught vocabulary. **Formal:** Receptive and Expressive Language testing; CELF, TOPL, TOLD.
	Spelling:		
Students:	Spell using sound symbol relationship during independent writing which transitions to conventional spelling.	Teacher encourages students to use their awareness of speech sounds when spelling unfamiliar words. Help students choose words they want to spell correctly and create picture dictionary.	**Informal**: Check independent written work for use of sound symbol relationship. Ask students to spell words which were corrected in their writing.
Second Half of the Year:			**Informal**: Observation of students' writing samples.
Students:	Spell words in reading and spelling lessons.	Reinforce spelling practice with multisensory strategies; i.e., see/say/trace/write.	Qualitative and quantitative spelling tests.
Students:	Learn the correct spelling of words through systematic instruction.	Teacher provides focused instruction and practice using words with repeated phonic elements.	**Informal**: Check students' writing for correctly spelled words.
Students:	Spell previously studied words correctly in final writing products.	Teacher provides instruction to write using words determined from previously learned words.	
	Writing		
Students	Use correct upper and lower case letter formation when writing.	Teacher provides explicit instruction and monitored practice. Multisensory methods; i.e., tracing to teach and remediate.	**Informal**: Qualitative assessment of student handwriting.
Students:	Engage in producing a variety of types of writing; i.e., fiction, nonfiction, creative stories, personal experiences.	Teacher provides examples and opportunity for students to produce their own writing. Explicit teaching of mechanics of writing using models, games, editing.	**Informal**: Teacher maintains portfolio of student work. Students share their written work with other students and at home. **Formal**: Writing assessment, WJ-R.

Comprehensive Literacy Plan
Grades K-3

Second Grade

I. Oral Language and Listening Skills			
SKILLS		**TEACHING INTERVENTIONS**	**ASSESSMENT**
Students:	Listen to and discusses a variety of fiction and non-fiction books and other reading materials.	Teacher leads discussion to create background knowledge prior to listening exercises. Teachers read to students; students read to students; teachers provide taped materials for students to listen to and discuss.	**Informal**: Teacher utilizes questioning strategies to assess listening comprehension; focus on recall, inference and prediction.
Students:	Listen to and follow directions.	Teacher provides frequent opportunities for students to follow verbal directions.	**Informal**: Teacher observation; behavioral contracts; students evaluate their own listening behaviors.
Students:	Listen to and recite rhymes; sing songs; tells and re-tells stories.		

* Skills Based Scope and Sequence Page 19, Skills 3,4,6-8.

Second Grade

II. Reading Skills: Sound, Symbol, Structure Awareness

	SKILLS	TEACHING INTERVENTIONS	ASSESSMENT
	Phonological Awareness:		
Students:	Maintain phonological awareness of: separate words within sentences; recognize and produce rhyming words.	Teacher plans activities to help students identify and count words within sentences; i.e., Students hear a sentence and one student for each word stands up. They repeat the sentence. Recognize and produce rhyming words both isolated and within print materials.	Phonological Awareness Assessments: **Informal:** Sawyers, TAAS, Foorman's Assessment, YOPP-SINGER Phoneme Segmentation Test, STAHL; **Formal:** TOPA (Test of Phonological Awareness, Torgeson), LAC (Lindamood Auditory Conceptualization) test.
Students	Hear rhyming words from word families; i.e., *dog-log-bog* and *cat-bat-fat.*	Teacher continues to utilize a variety of rhyming books. Given words orally, students sort rhyming words into families	
Students:	Are aware of syllables within words	Teacher models and students respond to clapping or tapping syllables in multisyllabic words. Students demonstrate understanding of syllabication by counting syllables with blocks.	
	Phonemic Awareness:		
Students:	Identify and isolate first and last sounds (phonemes) in words.	Given pictures or orally presented words students produce first and last sounds.	**Informal**: One-on-one assessment of syllable understanding; in addition, see tests listed above.
Students:	Identify and isolate middle sounds (phonemes) in words Blends phonemes. Puts sounds together to make a word.	Teacher models and directs students to produce middle sound in given words. Use blocks to segment phonemes in CVC word, students say sounds randomly when asked by the teacher.	**Informal**: One-on-one assessment; See above, especially Torgeson Phonological Awareness Test
Students:	Match sounds of words.	Students match pictures of words that begin/end/have same middle sounds	**Informal**: Yopp- Singer Phoneme Assessment;
Students:	Blend phonemes (puts sounds together to make a word.	Play "secret language" games; i.e., "What word am I saying? /c/l/a/p/" Teacher provides words for students to segment	Teacher observation
Students:	Perform more complex phoneme blending. Manipulate sounds in words.	Say "*seat.*" Say it again without the */t/.*	Assess with *Test of Auditory Analysis Skills*

Second Grade			
	Print Awareness:		
Students:	Have concept of letter/word directionality.	Multisensory activities led by teacher to build words with moveable letters; students line letters up from left to right.	**Informal**: Does student read, write, manipulate letters in left to right sequence? Teacher observation, maintain portfolios of student work.
Students:	Understand more complex concepts about print; i.e., sentences, paragraphs, chapters; understands the differences that exist in the written language structure of stories, poems, books, newspapers, magazines.*	Teacher provides examples, compare and discuss written language structures. Teacher provides opportunities for practice through guided and creative writing.	Students answer questions designed to evaluate understanding of written language structures.
Students:	Oral reading demonstrates understanding of punctuation.*	Teacher provides explicit instruction and models correct use of punctuation through oral reading.	Teacher observation of student oral reading.

*Skills Based Scope and Sequence Page 19, Skills 1-4.

	Sight Vocabulary		
Students:	Automatically read 150 high frequency words.*	Students read provided word lists. Students read high frequency words in stories and other text.	**Informal:** Curriculum based measurement of reading abilities. Regular and frequent data collection of students' automaticity with sight words; i.e., sight word lists.
	Word Families		
Students:	Recognize word family patterns	Teacher provides activities for students to build words with *onset and rime*: i.e., -am, -all, -ack.	One-on-one assessment of word family understanding.

* Skills Based Scope and Sequence Page 30, Skill h.

Second Grade

III. Phonics, Decoding, Word Attack, Comprehension			
SKILLS		**TEACHING INTERVENTIONS**	**ASSESSMENT**
	Phonics		
Students:	Continue to learn letter/sound correspondence through systematic teaching of sound patterns	Teacher provides explicit instruction and varied daily practice with controlled vocabulary; i.e., isolated words and words within controlled text that address the phonic elements which have been introduced.	Curriculum Based Measures. Teacher listens to and records data on individual student's reading skills.
	Use affixes to help decode unfamiliar words	Teacher explicitly teaches meaning and recognition of common word beginnings and endings, i.e., un-, pre-, -ing, -ed. Provides practice reading and spelling affixes.	
Students:	Use knowledge of basic syllable rules to decode words.	Students are taught basic syllable types; closed, open, r-controlled, vowel combination, and how to use them to read and spell words.	Test students' understanding of syllable types through questioning one-on-one.
Students:	Use graphophonemic (letter/sound), semantic (meaning), and syntactic (language structure, grammar) cues.	Model use of cueing systems for students. Remember that students with reading disabilities need to know how to *sound out* unfamiliar words.	**Informal:** Listen to students read. Question them on their use of strategies. Check student's use of blending skills (word analysis).
Students:	Read 25 to 35 appropriate reading level books through out the year.	Provide a variety of book and other reading choices for students. Provide daily reading opportunities individually, small group, at home and with the teacher. Discuss the reading materials that the students have read through guided discussions.	Have students maintain a record (portfolio or journal) of the books they have read.

Second Grade

Students:	Use the library	Provide regular library exposure for students to choose books to read. Instruct students on how to use a library system.	
	Comprehension:*		
Students:	Read for meaning.	Teacher led discussion about commonly read books. Teacher guides students to discover their own background knowledge or provides the knowledge prior to reading. Teacher encourages students to visualize and predict events and outcomes.	**Informal**: Teacher observation. Students re-tell stories and illustrate stories in sequence, illustrate stories, respond to comprehension questions; i.e., who, what, where, when, why, how. Formal: Reading Inventories
Students:	Reread sentences when meaning is not clear.	Teacher models comprehension strategy of re-reading for clearer meaning. Questions students when meaning might be unclear to them.	Teacher observation during oral reading.
Students:	Use reference materials.	Teach students where to go to find information; i.e., encyclopedia, dictionary, Internet, atlas, etc.	Question students regarding use of available reference materials.

* Skills Based Scope and Sequence Page 20 through page 25..

Second Grade

IV. Vocabulary, Spelling Writing			
	SKILLS	**TEACHING INTERVENTIONS**	**ASSESSMENT**
Students:	**Vocabulary:** Develop a rich vocabulary and the knowledge to use it through discussion, explanation and practice.*	Teacher directs attention to unfamiliar words and their meanings. Provides opportunity for students to use newly acquired vocabulary in discussions and writing. Include home as a source of vocabulary through homework activities.	**Informal**: Teacher observation; **Formal**: Language testing; oral vocabulary review.
Students:	Learn roots and affixes. Learn and use antonyms and synonyms.*	Explicit teaching of roots and how prefixes and suffixes change meaning. Brainstorm activities to create word lists for common words such as *nice, said.* Encourage use of variety of words in discussion and writing.	
Students:	**Spelling:** Represent the complete sound of a word when spelling independently	Provide opportunity for journal writing, sentence completion activities, response to stories students have heard or read.	**Informal**: Assess spelling of independent writing samples. Maintain portfolio of writing samples.
Students:	Learn how to spell through: 1. Spelling lists based on sound.and common parts. 2. Individualized spelling program based on words from students' reading and personal writing. 3. Presented exception words (words which must be memorized, i.e., sight vocabulary; done, was would…)	Utilize a variety of activities daily for students to practice spelling words; use computer, write stories, find words in text, moveable letters. Struggling students need systematic multisensory practice; say it, say letter names while tracing, write it again from memory. Students keep spelling dictionary of words they want to learn how to spell.	Pre and post tests. Write words and sentences from dictation.
Students:	Correctly spell previously learned words and spelling patterns in own writing.	Teacher provides opportunity to write with directions to use specific words (previously learned words).	**Informal**: Check students' written work for target words.
Students:	**Writing:** Handwriting skills are age appropriate.	Teacher provides continued handwriting instruction; i.e., letter formation, correct spacing, legible product.	

Students:	Compose a variety of texts; narratives, retellings, poems, correspondence.	Teacher provides structure for writing through Writer's Workshop or other process which includes brainstorming ideas, discussion, pre-write, edit, write, and publish.	**Informal**: Portfolios maintained, one-on-one conferences about written work. **Formal**: Writing assessments from WJ-R, WIAT, TOWL.
Students:	Evidence correct use of grammar in writing; verb tenses, formal language patterns in place of oral language patterns.	Teacher provides direct instruction in use of correct grammar. Students edit sentences for errors in grammar and make appropriate corrections.	
Students:	Edit work for punctuation, capitalization, and sentence structure.	Teacher utilizes small group or pairs of students to edit peers' writing. Teacher models editing process.	
Late Second Grade:	Students write reports.	Teacher provides organizational help for student to write reports; schematic webbing, charts of information, categories.	**Informal**: Maintain portfolios.

* Skills Based Scope and Sequence (Vocabulary) Page 18, skills 1-4.

Comprehensive Literacy Plan
Grades K-3

Third Grade

I. Oral Language and Listening Skills			
SKILLS		**TEACHING INTERVENTIONS**	**ASSESSMENT**
Students:	Listen to and discuss a variety of fiction and non-fiction: stories, biographies, magazines, articles, poems.*	Teachers read to students daily. Listening centers with taped texts. Students read to each other.	**Informal**: Teacher utilizes questioning strategies to assess listening comprehension; focus on recall, inference and prediction.
	Listen to and follow directions.	Teacher increases number of steps in directions. Provides fun listening activity format to practice listening to and following directions.	Teacher observation; behavioral contracts; students evaluate their own listening behaviors.
Students:	Present orally.	Students read aloud, tell and retell stories. Skits and plays. Students share reports on topics of interest and engage in book talks	**Informal**: Checks for: fluency, clear meaning, organization of expressed thought.
Students:	Use rhyme.	Students rhyme through poetry; reading poetry and writing their own to read.	
	Participate in small and large group discussions.	Teacher provides guidance for small and large group discussion on current events, subject area topics, and class experiences.	

* Skills Based Scope and Sequence Page 31, Skills 1-5.

Third Grade

II. Reading Skills: Sound, Symbol, Structure Awareness

	SKILLS	TEACHING INTERVENTIONS	ASSESSMENT
	Phonological Awareness:		
Students:	Continue to develop phonological awareness.	Given print materials and verbal direction, students recognize and produce *rhyming words*. Teacher continues to utilize a variety of rhyming books. Given words orally, students sort rhyming words into families. Teacher draws attention to *word boundaries within sentences;* i.e., "Count the words in the sentence I say."	Phonological Awareness Assessments: **Informal:** Sawyers, TAAS, Foorman's Assessment, YOPP-SINGER Phoneme Segmentation Test, STAHL; **Formal**: TOPA (Test of Phonological Awareness, Torgeson), LAC (Lindamood Auditory Conceptualization) test.
Students:	Identify syllables in words.	Explicit instruction in basics of syllabication: each syllable has a vowel, teach four main syllable types (closed, open, silent e, consonant-le).	
Students:	Apply use of syllabication to read and spell new unfamiliar words.	Teacher provides examples of words which fit the syllable types for students to practice reading and spelling.	**Informal**: Class and individual tests on the knowledge of syllables. One-on-one assessment of syllabic understanding; in addition see tests listed above.
	Phonemic Awareness:		
Students:	Continue to develop phonemic awareness.	Activities to improve tracking of sounds in words including use of manipulatives to represent number of sounds and what those sounds are randomly in words they hear.	**Informal**: One-on-one assessment; Yopp-Singer Phoneme Assessment; Teacher observation
Students:	Blend phonemes (puts sounds together to make a word).	Play 'secret language' (Teacher says a word with each sound isolated. Student repeats the word back blended. Gradually increase the number of sounds in the words presented.	
	Perform more complex phoneme blending. Manipulate sounds in words.	Say "stray". Say it again without the /r/.	Assess with *Test of Auditory Analysis Skills*

3rd Grade Students: Students:	Hear and segment initial final and medial phonemes in words. Recognize word family patterns	Use blocks to segment phonemes in a word, students say sounds represented by the blocks when asked by the teacher. Match and provide examples of words beginning and ending with same sounds including consonant blends, digraphs, and words endings (-tion, -ly, -ment) Listening activities: Teacher says words with and without same word family patterns. Student identifies words from the same family and supplies another example to fit the pattern.	**Informal**: Phonological awareness tests as listed above.
Students: Students:	**Print Awareness:** Understand more complex concepts about print. Understand the differences that exist in the written language structure of stories, poems, books, newspapers, magazines. Apply punctuation to reading expression.*	Provide examples, compare and discuss written language structures. Provide opportunities for practice through guided and creative writing. Teacher models reading punctuation for students and provides opportunities for oral and choral reading.	**Informal**: Students answer questions designed to evaluate understanding of written language structures. Teacher observation of student oral reading.

* Skills Based Scope and Sequence Page 32, Skills 1-3.

Third Grade

	Structure Awareness		
Students:	Understand sentence structure.	Activities to teach discrimination between complete and incomplete sentences.	**Informal**: Class assessments. Observe students' use of syntax in conversation.
	Understand story structure	Teacher provides examples of and discusses elements of story: characters, plot, theme, setting.	
Students:	Learn conventions of grammar.	Teaches basic grammar concepts i.e., parts of speech. Students isolate parts of speech in text and their own writing.	
Sight Vocabulary			**Informal**:
Students:	Automatically read 300 high frequency words	Teacher provides word lists for students to read. Students read high frequency words in stories and other text.	Curriculum based measurement of reading abilities. Regular and frequent data collection of students' automaticity with sight words; i.e., sight word lists.
Students:	Monitor and correct themselves when reading orally	Pair-share read. Students take turns reading aloud. Teacher models, draws attention to cognitive process of self monitoring and correcting.	**Informal**: One-on-one read with teacher. **Formal**: Gray Oral Reading Test

Third Grade

III. Phonics, Decoding/Word Attack			
SKILLS		**TEACHING INTERVENTIONS**	**ASSESSMENT**
Decoding, Word Analysis Skills Students:	Know all remaining letter sound correspondences.	Teacher provides explicit instruction with a skills sequence of phonic elements. Students are given practice with controlled decodable text that presents vocabulary with specific phonic elements presented. Provide spelling and dictation exercises to give students added practice. Activities designed to provide practice with decoding; i.e., *Making Words* (Cunningham, 1996), *Scrabble*, Word Sorts (Bear, 1996), present unfamiliar vocabulary form stories for decoding practice.	**Informal:** Curriculum Based Measures. Teacher listens to and records data on individual student's reading skills.
Students:	Decode to read unfamiliar vocabulary. Use affixes to help decode unfamiliar words.*	Teacher provides explicit instruction and varied daily practice with controlled vocabulary; i.e., isolated words and words within controlled text which follow the phonic elements which have been introduced. Teacher follows systematic presentation of affixes to teach recognition and meaning i.e., students add affixes to given words to make new words. Use these words in sentences to demonstrate meaning. Students explore use of affixes at home to compile word lists to share at school.	
Students:	Are familiar with prefixes, suffixes, and word endings.*		

* Skills Based Scope and Sequence Page 41, Skills 7, 8, 12.

Third Grade

Students:	Use knowledge of basic syllable types to decode words.	Students are taught basic syllable types; closed, open, r-controlled, vowel combination, silent-e, and consonant-le. Determine syllable types given vocabulary. Divide words into syllables and color code the syllables according to type.	Test students' understanding of syllable types through questioning one-on-one.
Students:	Use graphophonemic (letter/sound), semantic (meaning), and syntactic (language structure, grammar) cues.	Model use of cueing systems for students. ***Remember that students with reading disabilities need to know how to sound out unfamiliar words.***	**Informal:** Listen to students read. Question them on their use of strategies. Check students' use of blending skills.
Students:	Read 25 to 35 fiction and nonfiction books from grade level lists.	Provide a variety of book and other reading choices for students. Provide daily reading opportunities individually, small group, at home, and with the teacher. Discuss the reading materials which the students read through guided discussions. Book talks, library visits, book fairs, favorite author discussions. Teacher provides regularly scheduled silent reading time.	Assist students to maintain portfolio or journal of books they have read. Students are asked to summarize, clarify, predict, to check comprehension and provide group discussion.
Students:	Participate in Silent Sustained Reading.	Teacher models silent reading. Provide regular library exposure for students to choose books to read. Instruct students on how to use a library system.	
Students:	Use the library.		

Third Grade

	Comprehension:*		
Students:	Read for meaning.	Teacher leads discussion about commonly read books. Teacher guides students to discover their own background knowledge or provides the knowledge prior to reading. Teacher leads class discussion to improve comprehension skills; predicting outcomes, summarizing material; posing questions which connect to the students' personal knowledge.	**Informal**: Teacher observation. Students re-tell stories and illustrate stories in sequence, illustrate stories, respond to comprehension questions; i.e., who, what, where, when, why, how.
Students:	Reread sentences when meaning is not clear.	Teacher models reflective re-reading. Involves students through discussion of meaning. Students define what word or phrase is causing difficulty with comprehension.	**Informal**: Teacher observation during oral reading.
Students:	Visualize to increase comprehension.	Teacher guides student to create images of what they read using structure words for guidance: what, size, color, number, shape, where, movement, mood, background, when, sound, perspective (Bell, 1991).	
Students:	Use reference materials.	Teach students where to go to find information; i.e., encyclopedia, dictionary, Internet, atlas, etc.	**Informal**: Question students regarding use of available reference materials.
Students:	Discuss underlying theme or message.	Large and small group discussion of theme from literature. Students share through discussion and compare with personal experience.	**Informal**: Observation of student responses during discussions.
Students:	Distinguish fact from opinion.	Explicit teaching of fact and opinion. Examples provided for large and small group discussion. Students discuss own opinions given subject. Discuss facts.	Direct questioning about fact and opinion.
		Teacher provides isolated statements for students to categorize into main idea and supporting detail categories. Rewrite to make a paragraph.	

3RD Grade			
Students:	Distinguish main idea from supporting detail.	Teacher guides questioning. Asks how, why, what-if, questions about nonfiction readings. Teacher provides opportunity to read math, science, social studies health in classroom and at home, through texts and computer programs.	
Students:	Question self about nonfiction materials		**Informal**: Listen to and record information on student reading and comprehension of content materials. CBM.
Students:	Read in content areas.		

* Skills Based Scope and Sequence Pages 37-39. Page 42, Skills 1-16.

Third Grade

IV. Vocabulary, Spelling, Writing			
SKILLS		**TEACHING INTERVENTIONS**	**ASSESSMENT**
	Vocabulary:*		
Students:	Develop a rich vocabulary, mostly through reading, and the knowledge to use it through discussion, explanation and practice.	Teacher directs attention to vocabulary when reading aloud to class. Provides opportunity for students to use newly acquired vocabulary in discussions and writing. Include home as a source of vocabulary enrichment through homework activities. Students share new words with teacher and class. Rewrite words in own sentences to demonstrate meaning.	**Informal**: Teacher observation; formal language testing; oral vocabulary review. Revisit vocabulary through periodic checks to check for retention.
Students:	Infer meaning from roots and affixes	Explicit teaching of roots and how prefixes and suffixes change meaning.	**Informal**: Assess knowledge using teacher made tests.
Students:	Learn and use antonyms and synonyms	Brainstorm activities to create word lists for common words such as *good, big*. Encourage use of variety of words in discussion and writing.	**Formal**: WIAT Written Expression, TOWL-3.

* Skills Based Scope and Sequence (Vocabulary) page 40, skills 1-8.

Third Grade

	Spelling:		
Students:	Correctly spell previously studied words and spelling patterns in independent writing.	Provide opportunity for journal writing, sentence completion activities, response to stories students have heard or read, short answer tests, homework.	**Informal**: Check spellings of target words in students' writing. Maintain portfolio of writing samples.
Students:	Preview their written work for correct spelling.	Teach COPS mnemonic for editing: C= Capitalization, O= Organization, P= Punctuation, S= Spelling. Use references for checking spelling; i.e., spell check, dictionary (book and on CD Rom), word wall, personalized dictionary of spellings.	One-on-one assessment of use of editing mnemonic.
Students	Learn how to spell through: 1. Spelling lists based on sound and common parts. 2. Individualized spelling program based on words from students' reading and personal writing. 3. Presented exception words (words which must be memorized, i.e., sight vocabulary; *done, was would…*).	Students practice spelling words daily with a variety of activities; computer, write stories, find words in text, moveable letters. Struggling students need systematic multisensory practice; say it, say letter names while tracing, write it again from memory. Students keep spelling dictionary of words they want to learn how to spell.	**Informal**: Pre and post tests. Write words and sentences from dictation.
	Writing:		
Students:	Handwriting skills are age appropriate.	Teacher provides letter formation instruction for cursive writing.	**Informal**: Keep portfolio of handwriting samples. Observe letter formation used by students.
Students:	Compose a variety of texts.	Teacher provides structure for writing through *Writer's Workshop* or other process which includes brainstorming ideas, discussion, pre-write, edit, write, and publish. Writes in a variety of formats including multimedia.	

Late Third Grade: Students:	Evidence correct use of grammar in writing; verb tenses, formal language patterns in place of oral language patterns.	Teacher provides direct instruction in use of correct grammar. Students edit sentences for errors in grammar and make appropriate corrections.	
Students:	Writing of composition becomes more complex	Students read examples of literature language patterns and incorporate these styles into their own writing; i.e., elaborate descriptions, figurative language.	**Formal**: Writing assessments from WJ-R, WIAT, TOWL.
Students:	Write reports.	Teacher provides organizational help for students to write reports; Students combine information from many sources in report.	**Informal**: Portfolios maintained, one-on-one conferences about written work. **Informal**: Maintain portfolios.
Students:	Present and discuss writing	Opportunities for oral presentation are given. Students answer questions posed by teacher and the class.	Observation of student's information base when responding to questions.

Glossary

Terms:	Definitions:
Affixes	Refers to both prefixes and suffixes.
Automaticity	Quick, sure recognition of words without the need for word analysis.
Base Word	This term is used interchangeably with *Root Word*. Base words may be free or bound morphemes to which affixes or inflectional endings may be added. For example, *tend* (a free morpheme, it can stand alone) is the base word in tending and distend. *Trieve* is a bound morpheme, it cannot stand alone, is the base word in retrieve.
Controlled Text	Connected text such as sentences, paragraphs, or stories which contain a limited number of exception words (words which cannot be sounded out) and mostly words which *can* be sounded out.
Controlled Vocabulary	A collection of words which have a common phonetic element; i.e., *fight, right, might, light.*
Curriculum Based Measures (CBM)	Refers to assessment with measures which are derived from curriculum materials.
CVC words	Consonant-Vowel-Consonant pattern of letters represented by many words; i.e., *cat, lip, sat.*
Exception Words	Words which do not follow phonetic rules; *does, could.*
Explicit Instruction	Direct teacher interaction with students in which concepts are explained to the student.
Graphophonemic	Combined letter and sound representation. Graphophonemic cues refer to using combined letters and sounds to decode words.
Implicit Instruction	Implicit instruction is a way of teaching new concepts in which the students must learn from implied information.
Mnemonic	Strategies for learning and later retrieval of information.
Morphemes	the smallest meaningful unit in a language. It cannot be divided without loosing its original meaning.

Moveable Letters	Letters which are separate, either written on squares of paper or actual 3 dimensional letters, which the student moves around to make words.
Multisensory Instruction	Simultaneous vision, hearing, and tactile-kinesthetic interaction during instruction. Tracing the letters while seeing and hearing them is the most common example of multisensory instruction.
Onset and Rime	Language terms used to refer to the parts of words that are manipulated when rhyming. The *onset* is all portions of a syllable that come before the vowel. The *rime* is the remaining portion of a syllable that includes the vowel and any consonants. For example; in the word ship, the onset is sh- and the rime is -ip.
Phonemes	The minimal speech sounds in a language that differentiate one word form another. The smallest meaningless unit of sound which we use to create speech.
Phonemic Awareness	An awareness of the identity and number of sounds in words. The ability to segment sounds and blend sounds into words.
Phonics	The system by which single letters and combinations of letters represent sound.
Phonological Awareness	The awareness of boundaries within our language. Rhyming, words within sentences, sounds within words, syllables.
Portfolio	A collection of work samples used to assess growth and improvement.
Semantic	Information contained in the *meaning* of words.
Syntax	The rule system which determined the order of words in phrases and sentences.
Word Families	Groupings of letters, usually consisting of a vowel and a final consonant., that can be used by students to write and read new words. These new words are created through the substitution of initial consonants, consonant clusters, and digraphs. For example; using the word family *am*, a child can make *jam*, *sham*. Word families are also referred to as spelling patterns, phonograms, and grapheme bases.

Suggested Assessment Materials

Informal:

Sawyers Test of Awareness of Language Segments

Rosner's Test Of Auditory Analysis Skills (TAAS)

Phonemic Awareness in Young Children, Foorman

Yopp Singer Test of Phoneme Segmentation

Test of Phonemic Awareness, Stahl

Test of Phonological Awareness, Torgeson

Print Concepts Tests

Curriculum Based Measurements (CBM)

Analytical Reading Inventory

Formal:

Formal Language Testing:

- Clinical Evaluation of Language Fundamentals (CELF)
- Token Test
- Peabody Picture Vocabulary Test (PPVT)
- Test of Language Development (TOLD)
- Test of Pragmatic Language (TOPL)

Lindamood Auditory Conceptualization test (LAC)

Test of Written Language-3 (TOWL-3)

Gray Oral Reading Test (GORT)

Woodcock Johnson Achievement Tests (WJ-R)

Wechsler Individual Achievement Test (WIAT)

Token Test

Behavior Assessment System for Children BASC

Connors Behavior Checklists

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READING TEXTBOOK SELECTION

Commercial reading programs form the basis for reading instruction in many classrooms. Instructional manuals with detailed lesson plans, reading materials, and activities are generally included in these programs. Analysis of available commercial programs for early elementary grades was done in 1993. At that time very few programs included explicit teaching and application of the alphabetic principle, the very instructional components that are among those whose importance is most strongly supported by research. Many of the programs have since been revised to more clearly reflect the findings of the NICHD research. Noted below are the underlying instructional activities that serve to teach the skills identified in this document (Snow, 1998):

- Oral language activities for fostering growth in receptive and expressive language and verbal reasoning,
- Reading aloud with children to foster their appreciation and comprehension of text and literary language,
- Phonemic analysis activities that focus on words and their phonemic elements, oral segmenting and blending activities, oral syllabication, and rhyming activities,
- Decoding instruction. Sound symbol relationship activities that promote the relationship between letters and sounds,
- Text characteristics that include word lists, and connected text; text and activities designed to provide multiple examples of the phonics instruction in the program.,
- Activities to promote opportunities for students to build reading fluency,
- Writing activities for developing children's personal appreciation of the communicative dimensions of print and for exercising printing and spelling abilities,
- Activities to promote understanding of the text prior to reading. Comprehension skill strategy training,
- Print-directed activities for establishing children's ability to recognize and print the letters of the alphabet,
- Word-directed activities for helping children to acquire a basic sight vocabulary and to understand and appreciate the alphabetic principle.

Commercial programs that meet the above criteria include:

Open Court Reading and Writing, Open Court

Scholastic and *Houghton Mifflin* are publishing companies that are in the process of writing reading programs that meet the identified criteria.

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Lingui Systems Speech and Language Catalog 1-800-PROIDEA.

Compiled by Deborah Glaser, Director Educational Services and Mary Graf Nelson, Educational Therapist
The Lee David Pesky Center for Learning Enrichment
345 Bobwhite Court
Boise, ID 83706